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ABSTRACT

Educators must combine a deeper analysis and understanding of the key concepts of change with a commitment and set of ideas for action. The articles in this book provide critical analysis and empirical and theoretical observations about successful school change. The articles explore the theories, leadership, and implementation strategies in educational reform. They address the problems that have led to the school-change movement and offer solutions and proposals for reform. Section 1 establishes some of the new theories of change. Section 2 takes a critical approach to examining new forms of leadership for change among educators. Section 3 offers examples of implementation at the school and community levels, drawing on recent empirical work. The final section introduces two new concepts--emotion and hope--arguing that the future of reform must embody these deeper personal and human characteristics in the educational reform process. Following the introduction, articles include: (1) "Rethinking Educational Change" (Andy Hargreaves); (2) "The Complexity of the Change Process" (Michael Fullan); (3) "Cultures of Teaching and Educational Change" (Andy Hargreaves); (4) "Chaotic Reflexivity" (Helen Gunter); (5) "Leadership for Change" (Michael Fullan); (6) "Teacher's Professional Development in a Climate of Educational Reform" (Judith Warren Little); (7) "Getting School-Based Management Right" (Priscilla Wohlstetter); (8) "Learning From School Restructuring" (Penelope L. Peterson, Sarah J. McCarthy, and Richard F. Elmore); (9) "Finding the Way: Structure, Time, and Culture in School" (Tom Donahoe); (10) "School/Family/Community Partnerships" (Joyce L. Epstein); and (11) "Emotion and Hope: Constructive Concepts for Complex Times" (Michael Fullan). References accompany each chapter; an index is included. (LMI)

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